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ABSTRACT

Presented are general thoughts on educating the exceptional child, with emphasis on the role of the volunteer in the educational program. Explained in terms of the volunteer are definition of volunteer worker, basic needs of volunteers, limits and role of volunteers, kinds of services performed by volunteers, and orientation and training of volunteer. Then provided are informal notes to the volunteer, teacher, and principal, respectively, concerning volunteer role in the school program. Listed are general hints for working with special students, followed by an overview of Oklahoma City's special education program. Eight major types of special education classes are said to be established in the Oklahoma City schools. The goals of special education are equated with goals of regular education and are said to be similarly attained. Then presented are descriptions of characteristics of various groups of special children; it is noted that the characteristics are not intended to identify or describe an individual. Exceptionalities covered are educable mentally handicapped, trainable mentally retarded, physically handicapped, visually handicapped, hearing impaired, learning disabilities, and emotionally disturbed. Also included are implications for working with each disability area. (CB)

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WE SERVE THE SPECIAL CHILD

SPECIAL EDUCATION

VOLUNTEER • CHILD • TEACHER

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION
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HELPING HANDS

OKLAHOMA CITY PUBLIC SCHOOLS

Training of Professional Personnel in Effective Utilization of School Volunteers and Training of Student Tutors

Developed in cooperation with the Bureau of Educational Personnel Development, U. S. Office of Education.

EPDA 1971

OKLAHOMA CITY PUBLIC SCHOOLS

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PLEDGE TO CHILDREN:

To you, our children, who hold within you our most cherished hopes, we make this pledge:*

We will provide you with rewarding educational opportunities, so that you may develop your talents and contribute to a better world.

We will protect you against exploitation and undue hazards and help you grow in health and strength.

So may you grow in joy, in faith in God and in man, and in those qualities of vision and of the spirit that will sustain us all and give us new hope for the future.

*Midcentury White House Conference of December 7, 1950.

Bill of Rights*

Let me grow as I be
And try to understand why I want to grow like me;
Not like my Mom wants me to be,
Nor like my Dad hopes I'll be.
Please try to understand and help me grow
Just like me!

*Gladys Andrews, Creative Rhythmic Movement for Children. 1954. Prentice Hall, Inc.

THE ROLE OF THE VOLUNTEER IN SPECIAL EDUCATION

I. Definition
The volunteer is a non-salaried person who gives time, talent, and service performing nonteaching duties under the supervision of a professional. One is assigned, upon request, to classes to meet the needs and problems of each specific class.

II. Basic Needs of Volunteers
The basic needs of volunteers can be met through the utilization of their services. They are unique individuals and their individuality is their most important asset. However small or great their capabilities, each wants to be accepted and appreciated as a person. These are:

A. Affection, Friendship - friendly atmosphere where the making of interesting, dependable friends is worthy of nurture.

B. Self-respect - the dignity and worth of individuals are recognized.

C. Freedom - always accompanied by responsibility.

D. Faith, Respect for Authority - the teacher earns the volunteer's respect by being consistent, ethical, and democratic.

E. Challenge - determined by the experience the volunteer encounters.

F. Security - outgrowth of evolution from dependence to independence.

G. Values, Appreciation - have a genuine place in the classroom - "carries his share of the load."

III. Limits of the Volunteer

The teacher is the decision-maker for the implementation of the educational program. There need not be confusion over "role definition" since the teacher and volunteer occupy different positions.

A. A volunteer always works under the direction and supervision of a teacher.

B. A volunteer never is considered as a substitute.

C. A volunteer is never expected to perform professional services. The teacher is always responsible for content and technique, i.e.:
   1. diagnosing student needs
   2. prescribing instruction
   3. selecting appropriate materials
   4. evaluating student progress and achievement

D. The volunteer must be given specific instructions and all necessary materials for any job undertaken.

IV. Role of Volunteers

The role of the volunteer is:

A. To assist and support the teacher in his day-to-day effort to provide the best possible learning experience for each child in the class

B. To make it possible for the teacher to use his own skill and training more effectively

C. To perform tasks according to his skill, ability, training, and interest
    1. general services
    2. clerical
    3. monitorial
    4. reinforcement of instruction

D. To do only those things that he is directed or permitted to do, working under the supervision of the teacher

E. To help children find school an exciting place where learning can be fun

F. To treat with confidence any material or information at her/his disposal

V. Kinds of Services

A. The volunteer will perform simple routines requiring minimal training;
    1. Assist students in taking off and putting on outer clothing, adjusting braces or other corrective devices and other paraphernalia
    2. Assist in household chores such as tidying room, closets, pictures on bulletin boards, etc.
    3. Assist in decorating room, cutting mats for pictures, changing pictures on bulletin boards, etc.
    4. Distribute materials
    5. Help student with simple arts and crafts
    6. Help in preparation of materials - cards, bean bags, art materials, etc.

7. Arrange and help supervise class trips

8. Obtain designated materials

9. Escort students to other areas of the school building

10. Play games

B. The volunteer will perform services requiring some talent, skill, or technical trainings:

1. Set-up and operate audiovisual equipment

2. Compile a picture file

3. Act as a listener for students who need much oral reading practice

4. Read to a small group

5. Conduct special drills - reviews

6. Type needed materials, keep records (clerical)

7. Prepare instructional materials

8. Make posters

C. The volunteer will perform services requiring special talent, skill, or training:

1. Help with music; play musical instruments
2. Sew - knit

3. Take responsibility for class for a few minutes when teacher must leave the room

4. Boost teacher's morale

5. Be another adult to whom students can turn for encouragement

6. Be an example whom students can admire and imitate

7. Reading help for retarded (directed by teacher)

8. Tutorial help in any subject or category under direction of teacher

D. The Volunteer will provide enrichment - human resource persons

1. Contact speakers who are authorities on various subjects
   a. fire prevention
   b. safety
   c. tooth care
   d. grooming

   (A list of these persons can be obtained from Volunteer Office.)

2. Show film and slides of trips taken

3. Present special musical, art, or dance performances

4. Conduct tours to places of interest

VI. Orientation and Training

HELPING HANDS, the governing organization of the school volunteer program in Oklahoma City is the source from which all volunteers are drawn.

A. General - workshop

1. Explanation of program by speakers from administrative level of Oklahoma City Public School System
   a. Superintendent or representative
   b. Coordinators and consultants

2. Film and slides used with presentation to acquaint volunteers with various activities - shown where needed

3. Panel discussion
   a. Principal, teacher, volunteer - panelists
      Director-Coordinator of Volunteers is moderator
   b. Cite experiences - question and answer session follows
   c. Handbook and other printed material issued to volunteers

4. Interview with coordinator
   a. Personal data
   b. Assigned according to interest, potential, need
   c. Introduced to principal of school where assigned

5. In-service training program
   a. Administered by Oklahoma City Public School personnel-curriculum department
   b. Ten three-hour sessions

B. Teacher and Volunteer

It is assumed that the volunteer has been oriented to school philosophy, policy, and procedure by the principal or his representative.

1. Interview
   a. Personal data from volunteer
      1. Interests, prior experience related to this class (type)
      2. Capabilities will determine extent of on-job-training necessary
   b. What does each expect from the other (exchange)
   c. Establish teacher's needs
   d. Background on pupils with whom volunteer will be working (pertinent information about students which may cause shock or embarrassment at initial meeting, e.g., deformity or disfigurement)
2. Discuss work schedule
   a. Number of days or hours volunteer will serve
      1. Enables preplanning
      2. Once decided, should be strictly followed
3. Describe physical setup of classroom and related areas (location of equipment, rest room or lounge, cafeteria, etc.)

4. Emergency procedures
(signals for fire drills, civil defense)

The first efforts of a volunteer must be simple enough to insure success. If it is within her capability, frustration is avoided and her service begins in a positive manner. Since the needs of Special Education are so diverse, the volunteer may have more than average dependence upon the teacher of a specific category during the early days of service. Without a doubt, this dependence will diminish as she learns how to deal with her very special charges.

A NOTE TO THE VOLUNTEER

As special education teachers, we are committed to doing the best possible job of educating the special students from the Oklahoma City Public School System. This task is an enormous challenge. We are asking you, as a volunteer, to help us accomplish this goal.

You have accepted this position because:

1. You like children - all kinds, even including the slow, the dirty, the hostile, the angry, the ill, and the handicapped.

2. You are willing to share yourself. You are not afraid of taking the risk of becoming involved.

3. You can provide an extra lap, pair of hands, ears, bit of warmth, and a friendly smile.

4. You are a positive influence - you are clean, well groomed; you display good manners and speech; you nave a pleasant personality and you show enthusiasm.

We invite you to attend an instructional aides' workshop each Monday afternoon at Wilson Elementary School.

We welcome you as a colleague in this venture of working with special students. You will bring much to our students; we hope you will enjoy working and learning with us.

A NOTE TO THE TEACHER

As a special education teacher, you are committed to doing the best possible job of educating the special students in the Oklahoma City School System. This is an enormous challenge. A volunteer aide can do much to help you accomplish this goal.

Volunteers have accepted the position because they like to work with children.

They will gladly share their special talents and abilities with you and your class.

They will add an interesting dimension to your view, because they may see things from a different vantage point.

They can provide the extra time for you to customize instruction to help meet pupils' needs.

The volunteer can bring a fresh new spirit to you and your students. Think of how wonderful it would be to have a thoughtful, bright colleague with ideas of her own to help provide for individual children. If you are fortunate enough to have a volunteer, show appreciation for this co-worker by writing a note of thanks occasionally.

Respect the time and effort of the volunteer - she can help facilitate learning if you take time to share plans. Be prepared for each visit to your class. Provide specific instructions and guidelines; make materials available. Give your volunteer opportunity to evaluate, make suggestions, and plan with you.

A NOTE TO THE PRINCIPAL

Because you are the principal, the special teacher is depending on you to help fulfill commitments to do the best possible job educating the special students in the Oklahoma City School System. This is an enormous challenge. A volunteer aide can do much to help the teacher accomplish this goal.

Many of the qualities of excellence that distinguish a good teacher are identified in terms of specific happenings that are customized to fit the needs of individual students.

A volunteer aide can help these specific happenings occur. Under the direction of the teacher, she can help:

- -Set up an attractive classroom - a place where students enjoy being
- -Provide materials, library books, visual aids, and reference sets from media center
- -Set up centers of interest, develop games and manipulative materials
- -Display students' work
- -Keep live plants and animals for students to observe and tend
- -Monitor heat, light, and ventilation
- -Work with individuals
- -Supervise committees
- -Provide individual encouragement and feelings of appreciation for students

Many new teachers may not know of the Volunteer Program. Will you help us inform them, encourage working with volunteers, and prepare requests for volunteers? Special Education teachers and volunteer aides are welcome to attend instructional media workshop each Monday from 3:45 to 5:00 p.m. at Wilson School to make instructional games and produce materials for classroom use.

Once the teacher is informed of the advantages of working with a volunteer, she will welcome her as a colleague in the venture of working with special students.

HINTS FOR WORKING WITH SPECIAL STUDENTS

Remember that the purpose of education for all children is the same. Don't jump to conclusions concerning classroom activities.

Like the student as he is.

Listen for what the student is trying to say, not what is said.

Become acquainted with each student.

Encourage each student, reassure with facial expressions, use honest praise.

Know and use each student's NAME with respect.

Remember that all may not be able to read - - but much can be learned by seeing, listening, doing, and sharing.

Talk with students - - not to them.

Help build the feeling of self-worth; it is the foremost task of education.

Treat all information about the school, teachers, children, and their families in strictest confidence.

Be genuine.

Remember progress comes slowly.

Keep in mind that each special child is a distinct person who acts and responds in his own individual way.

Special education provides an educational program for the exceptional child. An exceptional child is defined as one who cannot profit satisfactorily from the instructional program offered in the regular classroom. This program is made possible because of the cooperative efforts of a dedicated Board of Education, informed administrators, teachers, and concerned parents.

Each class is taught by a skilled teacher with special certification. The classes are scattered throughout the entire school district and are administered by the principal of the building in which they are located.

Survey of Special Education Classes
Oklahoma City, Sept. '71

	No. of Classes		No. of Schools
Secondary			
Senior High	31	Educable Mentally Handicapped	10
	4	Learning Disabilities Labs	4
Junior High	28	Educable Mentally Handicapped	12
	6	Learning Disabilities	4
	1	Hearing Impaired	1
Middle School	3	Educable Mentally Handicapped	1
	1	Learning Disabilities Lab	1
Carver Center	6	Handicapped	

	No. of Classes		No. of Schools
Elementary	70	Educable Mentally Handicapped	35
	4	Hearing Impaired	2
	1	Blind	1
	2	Sight Impaired	1
	3	Physically Handicapped	1
	14	Learning Disabilities Classes	8
	12	Learning Disabilities Labs	12
	2	Emotionally Disturbed	1
	18	Trainable	2

The program of instruction is structured to meet the needs of each student. Diagnostic teaching techniques and academic skills compatible with the ability of the individual are stressed. The philosophy of the adopted programs for regular students is used by the teacher to provide sequence and continuity of the academic program. Realizing the importance of reading as a prestige skill and as a needed tool, special emphasis is given to this subject. The teacher adapts, modifies, and writes much material that is used. An abundance of related supplementary material and equipment is used, reflecting the most findings of medical, psychological, and educational disciplines.

The teacher makes it possible for the special student to succeed academically, while providing opportunities for developing the skills of social living and for developing a concept as a worthy individual.

Request for testing to determine if a student is eligible for placement in a special program can be made by a teacher, principal, counselor, or parent to the Department of Individual Testing and Pupil Placement. Students are then given an individual psychological examination by a certified examiner to determine eligibility and to be recommended for placement.

S U M M A R Y - PROGRAMS OR CLASSE

	Educable Mentally Handicapped	Trainable Mentally Handicapped *	Physically Handicapped	Hearing Impaired	Partially Sighted	
Referral of Students	School Staff	School Staff or Child's Parents	School Staff or Child's Parents	School Staff or Child's Parents	School Staff or Child's Parents	S o
Method of Evaluation	Individual Test or Psychologist's Recommendation	Individual Test or Psychologist's Recommendation	Individual Test or Recommendation from Physician	Individual Test and Audiological Evaluation	Individual Test and Recommendation by Ophthalmologist	I T R O
Criteria (A) for Eligibility	Minimum IQ 50 Maximum IQ 78	Minimum IQ 30 Maximum IQ 50	Physically Handicapped Minimum IQ 50	40 Minimum Decibel Loss Minimum IQ 70	20/70 Vision Minimum IQ 70	2 M
Class Size Minimum Maximun	8 20	5 10	5 16	5 16	5 16	
Age Minimum Maximum	6 years Completion of academic requirements for graduation or 21 yrs.	6 years Completion of academic requirements for graduation or 21 yrs.	5 years Completion of academic requirements for graduation or 21 yrs.	5 years Completion of academic requirements for graduation or 21 yrs.	5 years Completion of academic requirements for graduation or 21 yrs.	5 c a q g o
Purpose of Class	Provide Curriculum that will develop potentials to a maximum, help student become well adjusted, economically independent adult	Develop adequacy in self-confidence languages, and social adjustment	Furnish conpensatory educational experiences, to academic and physical potential, to adjust to reg classes, and to become socially adequate.			

* Transportation provided - Elementary pupils
Transportation provided for students attending Carver Center

A R Y - PROGRAMS OR CLASSES

g red	Partially Sighted	Blind	Emotionally Disturbed	Learning Disabilities	Homebound
Staff ld's ents	School Staff or Child's Parents	School Staff or Child's Parents	School Staff or Private Psychologist	School Staff or Private Psychologist	School Staff or Child's Parents
dual nd ogical tion	Individual Test and Recommendation by Ophthalmologist	Individual Test and Recommendation Ophthalmologist	Psychological Evaluation	Psychological or Neurological Evaluation	Physician's Statement
imum l Loss m IQ 70	20/70 Vision Minimum IQ 70	20/200 Vision Minimum IQ 70	Emotionally Disturbed Minimum IQ 90	Minimal Brain Dysfunction	Homebound for 4 weeks or More
5 16	5 16	5 16	Classroom 5 10	Lab 15 30	3 lessons per week
rs tion of ic re- ents adua- yrs.	5 years Completion of academic requirements for graduation or 21 yrs.	5 years Completion of academic requirements for graduation or 21 yrs.	6 years 12 years	6 years Completion of academic requirements for graduation or 21 yrs.	6 years Completion of academic requirements for graduation or 21 yrs.
educational experiences, to develop potential, to adjust to regular socially adequate.			To effect a degree of personal adjustment sufficient to return to regular classroom	Provide curriculum to strengthen skills to remediate academic and motor deficiency	Individualized instruction to enable pupils to continue academically

CHARACTERISTICS AND IMPLICATIONS FOR WORKING WITH SPECIAL STUDENTS

There are eight major types of special education classes established in the Oklahoma City Schools, following the guidelines of the Special Education Section of the Oklahoma State Department of Education.

Please note:
The goals of special education are essentially the same as those of education in general and are attained in much the same way.

Exceptional children require special facilities, methods, and techniques.
This is what is "special" about special education.

The education of exceptional children requires selective placement and auxiliary personnel and services.

The integration of exceptional children into the regular school program and the community, as far as practical, is considered desirable.

The following characteristics are descriptive of the various groups of special children and not intended to identify or describe an individual.

Charles Telford and James M. Sawrey, The Exceptional Individual, Englewood Cliffs, N.J., Prentice-Hall, 1967.

EDUCABLE MENTALLY HANDICAPPED

The educable mentally handicapped student is handicapped to the extent that his academic needs can best be met in a special class. On the basis of national estimates, two to three percent of the total school population are educable mentally handicapped.

The educable mentally handicapped students in our elementary schools are taught in a self-contained classroom. The primary program is designed for students whose chronological age would place them in grades one through three if they were able to work effectively in a regular classroom. Much of the school work is pre-academic and is to encourage social and communicative skills. The intermediate program is oriented toward the needs of children whose chronological age would ordinarily place them in grades four through six if they were able to perform at chronological expectancy. The curriculum at the intermediate level continues to stress the skills developed at the primary level and provides formal instruction in the basic skill areas. The teachers are encouraged to work closely with teachers of the regular classes in their buildings, to integrate the special students with others in playground, lunchroom, assembly, and any class activities where the educable mentally handicapped student can succeed.

The junior high program is designed to provide instruction and guidance for students whose chronological age would ordinarily place them in junior high school. The program is made up of both the self-contained classroom and departmental classes. All students are encouraged to select electives such as physical education, art, music, home economics, and industrial arts. Guidance is an important part of the curriculum. The tool subjects, reading, math, and social studies are stressed and much emphasis is put on social adjustment and prevocational skills.

The senior high program is designed to provide instruction and guidance for the students who are sixteen years of age or older. Focus is on extensive educational and rehabilitation services for this age group. The students are in class one-half day and are in job training or on the job one-half day. This is a cooperative program between the Oklahoma City School System and the State Vocational Rehabilitation Agency to provide education and training for the high school youth. The curriculum is functional and is based on vocational and social skills which the students need to get and hold jobs, and to receive satisfaction from working.

CHARACTERISTICS OF THE EDUCABLE MENTALLY HANDICAPPED

1. More like so-called normal than different - have same basic needs

2. Lowered physical health
   a. Susceptible to disease and infection
   b. Lower vitality
   c. More nearly average in sensory acuity
   d. Lower motor skills

3. Low self-concept
   a. Lower level of intelligence, but bright enough to realize that they do not learn as quickly as others
   b. Reflect the way they have been treated
   c. Neglected at home, rejected at school and in community, feel isolated and alone
   d. Do not respect themselves, low prestige and feeling of personal worth

4. Often have emotional problems
   a. Socially immature; personality and adjustment problems are essentially the same as the normal children, but they fail more often
   b. So frequently they experience failure that it is easier not to try than to try and fail

5. Antisocial behavior pattern
   a. Hostility, crude, agressive behavior
   b. Withdrawn
   c. Shunned by brighter students, avoided by peers, not accepted by group

6. Victimized by individuals who take advantage

7. Do not aspire to academic proficiency
   a. Motivations inadequate
   b. Drive erratic
   c. Easily discouraged
   d. Often drop-out
   e. Usually receive little or no reward for academic effort
   f. Short attention span
   g. Little power of association
   h. Frustrated by inability to master concepts and skills

8. Learn and comprehend more if concrete materials and examples are used. If instruction is appropriate and the atmosphere for learning is adequate, the educable mentally handicapped students can acquire skills ranging in levels from 2nd through 5th grades or 7-year to 10-year level.

9. Opportunities for employment are limited
   a. Difficulty in understanding and carrying out their functions in a complex world.

IMPLICATIONS FOR WORKING WITH THE EDUCABLE MENTALLY HANDICAPPED STUDENTS

The goals of education for the educable mentally handicapped students are not grossly different from the goals of education for everyone, except there is greater emphasis on manual skills.

The Teacher Provides for the development of self-help skills.	The Volunteer Assists students, but lets him do as much for himself as he can without causing frustration.
The Teacher Provides for the development of socially accepted attitudes.	The Volunteer Is an example. Helps plan for resource people to visit, takes students to visit many places to see how people act in different situations.
The Teacher Helps students in the development of prevocational and vocational skills.	The Volunteer Displays promptness, good manners, nice appearance, and dependability.
The Teacher Provides systematic training to help students acquire simple social characteristics.	The Volunteer Shows appreciation and thoughtfulness when students are honest, obedient, and kind.
The Teacher Plans carefully to assure that instruction is appropriate in: Perceptual and conceptual development, Elementary language and social skills, Basic academic skills and work habits, Life adjustment, prevocational and vocational skills, Practical vocational and social skills.	The Volunteer Uses concrete materials and meaningful illustrations. Talks slowly and plainly. Repeats and drills in new interesting ways.

The Teacher
Stresses the importance of good physical health, encourages students to participate in physical education.

The Volunteer
Helps students see the value of good physical health. Studies the sport sections of newspapers and is able to discuss sports. Works with students at recess and physical education activities. Is available to take students to clinics. Shows knowledge and concern of personal care and health with students.

The Teacher
Remembers all students need understanding, especially the adolescent to prevent the development of personality characteristics that will be deterrent to successful adult adjustment.

The Volunteer
Should not be nosey, but is willing to be a good listener, is of real help, is understanding.

The Teacher
Provides for the individual-if trained adequately, he can earn a living, gain sense of personal worth and social belonging. Expects reasonable proficiency in academic areas, reasonable proficiency in social areas, reasonably good habits of work, and reasonable pride in doing a job to the best of his ability.

The Volunteer
During counseling, motivates and inspires. Helps students be realistic; the levels of aspiration must be kept within bounds of reality for each.

The Teacher
Does not add to the student's frustration - expecting too much is as great as expecting too little.

The Volunteer
Provides guidance and encouragement; is willing to assist.

The Teacher
Is especially sensitive to what students say. Encourages men to be volunteers. There are more retarded boys than girls and there is a large proportion of educable mentally handicapped among the deliquent population.

The Volunteer
Is honest in discussions; does not moralize. Sets an example.

The "trainable" may be defined as a child whose mental development is so severely retarded that he is incapable of being educated in academic subjects. He can be trained in areas of self-care, social skills, economic usefulness, and engages in gainful employment under supervision.

The program for trainable students is located in two buildings. The majority of students attend Orchard Park School. This school provides for students from age 6 to 21. Two classes for the elementary trainable students are housed at Star Elementary School.

The trainable students attend class for one-half day. The curriculum stresses self-care and communication skills. When the older students demonstrate social skills and abilities for work, they are eligible for the work-study program discussed previously.

Characteristics of the Trainable Mentally Retarded

1. Severely academically limited
   a. Low level of intelligence
   b. Unable to keep instructions in mind
   c. Limited powers of reasoning and visualization
   d. Powers of association are limited
   e. Fail to detect errors and absurdities
   f. Learns best with concrete materials

2. Vulnerable to emotional problems which depress their functional level

3. Lack power of self-criticism

4. Passive-lack power of motivation

5. Lack acceptance social competence
   a. Shunned, avoided by society
   b. Often shy, withdrawn, or extreme in display of affection
   c. Follow without power of thinking of results

6. More physical deviations
   a. Defects center around tonsils and adenoids
   b. Smaller stature, unusual size of head
   c. Crowded and poorly formed teeth, unusually shaped ears
   d. Talking and walking decayed
   e. Often overweight, lack of movement and exercise, poor eating habits

IMPLICATIONS FOR WORKING WITH THE TRAINABLE MENTALLY RETARDED

If instruction is appropriate, repeated often, and the atmosphere for learning is adequate, the trainable mentally retarded child can be helped to care better for his personal needs and manage himself in a restricted social group and learn to do things for others.

The Teacher	The Volunteer
Repeatedly exposes students to pleasant experiences directed to the development of self care, social adjustment, and economic usefulness.	Responds to students in a cheerful, easy manner. Instruction of developmental learning is in the form of play.
Expects students to follow directions and perform simple tasks.	Expects the best of students, is empathic, does not display sympathy.
Encourages students to talk with adults.	Listens - helps students develop correct speech and vocabulary. Uses concrete examples.
Creates an interesting, profitable physical education and health program.	Encourages students to be active by being involved. Contacts health agencies; helps provide needed health care items. Provides transportation and assistance.
Provides guidance and counseling in choosing associates.	Praises students when good judgements have been exhibited. Does not instill fear, but teaches safety rules such as "Beware of Strangers."
Selects a useful, practical curriculum.	Chooses language students can understand, talks slowly and clearly.

PHYSICALLY HANDICAPPED

The physically handicapped child is so handicapped physically through congenital or acquired defects in the use of his limbs or body that he is unable to compete on terms of equality with a normal child of the same age. Not all physically handicapped children are eligible for special class placement - the child's limitation to function in a regular class is the determining factor. If a physically handicapped child can succeed in the academic areas, but needs assistance to enter building, etc., provisions will be made for this aid through the Special Education Office.

The program for the physically handicapped at the elementary school level is located at Rancho School. A complete physical therapy unit is part of the program. The students are a part of the total school functioning and take part in playground and academic activities with the regular students. The older physically handicapped students attend Carver Center. This school has a complete program with physical therapy, counseling, academic instruction, and vocational training (work-study program).

With continued efforts and enlightenment of parents, teachers, and the public, the educational goals of the physically handicapped can be considered essentially those of any other child.

CHARACTERISTICS OF THE PHYSICALLY HANDICAPPED

1. Usually have a multiplicity of handicaps
   a. Frequent pain and fatigue
   b. Lower level of energy
   c. Common sensory defects
   d. Often on medication

2. As a group, intelligence is slightly below average
   a. Educationally retarded
   b. Decreased experiences due to decreased mobility
   c. Limited opportunities for environmental exploration

3. Adjustment problems due to anxiety and fear

4. Social rejection due to lack of public understanding and acceptance

5. Dependence on family for social contacts

6. Difficulty in formulating an adequate self-concept
   a. Inferior and inadequate feelings
   b. Emotional rejection by parents

7. Differences by reason of his disability

8. Limited level of aspiration

9. Difference in personality related to difference in type of handicap

Implications for Working With the Physically Handicapped

The Teacher	The Volunteer
Helps students develop a worthy use of leisure time (this is one of the greatest needs).	Studies individual student's likes and dislikes, is willing and patient enough to teach or assist student to become efficient in some leisure activity.
Plans academic and recreational activities that are geared to the mental and physical ability of physically handicapped.	Aids in individual instruction. Is patient, does not show feeling of shock or react to crippling or disfiguring condition.
Plans for daily physical activities.	Is active; becomes involved with students.
Plans some "fun", or pleasure experiences for students each day.	School may be the happiest and most pleasant experience for the students. (Add to this "morale builder" by sharing yourself.)
Does not discourage older students but helps them plan and aim toward realistic goals.	Provides prevocational or vocational experiences with students. Helps in the transportation and care while on tours and outside experiences.
	Is available to help transport students to clinics.

VISUALLY HANDICAPPED (BLIND AND PARTIALLY SIGHTED)

Seeing, or the sense of vision, is one of the most vital functions of the physical being since it has been estimated that approximately 85 per cent of our impressions come through the eyes. In view of that fact, it is imperative that school personnel be alert to possible visual defects among the students in their school. This is especially important when we become aware that many cases of impaired vision can be prevented and nervous strain from defective sight may be relieved through early recognition, correct diagnosis, and proper treatment.

CHARACTERISTIC

1. One whose best correct vision is 20/200 or less in the better eye is considered to be legally blind
2. One who has corrected visual acuity of 20/70 or less in the better eye is considered to be partially sighted
3. Swollen, inflamed lids with purulent discharge
4. Severe ocular pain
5. Any sudden change in vision (double vision or dimming sight).
6. Lid irritations (sties, crusted lids)
7. Signs of fatigue from eyework, such as discomfort, dizziness, headaches, nausea, scowling, rubbing eyes, frequent blinking, or inability to do close work without getting sleepy
8. Apparent use of only one eye
9. Crossed or divergent eyes
10. Irregularities of pupils, or their failure to react to light
11. Unusual head position
12. Sensitivity to light

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11. Unusual head position

12. Sensitivity to light

13. Inability to see distant objects

14. Holding reading material too near or too far from eyes

15. Proneness to accidents; stumbling over objects, failure to appreciate height of steps, etc

16. Low self-concept due to lack of early sensory experiences, failure, realization of physical defect, and possible rejection by family

17. Inattentiveness

18. Restricted mobility

19. Average intelligence--in most cases

20. Developmental language lag

21. Speaks slower than sighted individuals

22. Speaks loudly and modulates voices infrequently

23. Less vocal variety

24. Few body movements, facial expressions, and gestures associated with speech

25. Less lip movement in articulation

26. Immature and insecure

27. "Blindisms" such as rocking, weaving, fingering the eyes, waving hands in front of face, bending the head forward, squirming, and posturing

28. Decreased social acceptability

29. Below grade level due to sensory deprivation (late entry in school, absence for eye treatment, lack of appropriate school facilities, slow rate of obtaining information from Braille or large print)

IMPLICATIONS FOR WORKING WITH THE VISUALLY IMPAIRED CHILD

The Teacher

Shifts from visual to the auditory, tactual, and kinesthetic senses as avenues of instruction, learning, and guidance for the blind, but not necessarily for the partially sighted child.

The Volunteer

Is familiar with the many audio aids so that she can assist a child in setting these up, using them, storing them, and making minor adjustments on them.

Constructs models to provide for concrete learning means--such as embossed and relief maps, graphics, geometric designs, embroidery, etc.

Is familiar with the Braillewriter, special slate, and stylus which children use when writing Braille.

Describes events, objects, experiences, etc., using painstaking accuracy.

	Encourages the partially sighted child to use magnification if necessary.
	Administers oral examinations to the children when necessary.
	Helps provide for social experiences
	Aids the child in learning to use special resources such as the library.
	Is a friend to the children. Empathizes with them but does not feel pity for them.
	Assists the teacher in making tapes, language cards, large print flash cards, mounting pictures, preparing language notebooks.
Encourages self-help skills and self-reliance in the blind and partially sighted children.	Assists small children in learning to tie, button, unbotton, zip, unzip, put on and take off, etc.
	Teaches small children the correct manner of holding certain objects--such as, a pencil, fork, book, etc.
	Helps small children learn to cut safely.
	Encourages a greater degree of mobility--going to the bathroom alone as soon as he feels secure, going to the cafeteria, completely feeding himself, etc.
	Helps the child to feel good about himself--listens to him, encourages him verbally, helps him to feel positive regarding his environment, is genuine,

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	Helps the child to feel good about himself--listens to him, encourages him verbally, helps him to feel positive regarding his environment, is genuine, helps him to form good habits in using his eyes.
Encourages the children to develop any special talent or interest they may have.	Verbally encourages creativity.
	Exhibits her special talents--plays the piano or some other musical instrument, paints for them, sings, dances, cooks, etc.

	Brings their attention to famous people who have the same interests.
	Assists the child in displaying or learning more about his talent or interest.
Provides a physical atmosphere conducive to learning.	Sees that the child has proper illumination with no glare or shadows.
	Makes sure the furniture fits the child using it.
	Sees that the child is confortable before undertaking a tedious tasks.

HEARING IMPAIRED

Man's need for communication with his fellowman is possibly his greatest need, and fulfillment of his other needs and desires is largely dependent upon his ability to satisfy this basic one. The development of language, both spoken and written, as a means of communication is one of mankind's greatest achievements. Hearing people absorb language, deaf people must reach out for it.

The Deaf Defined:

The deaf are those in whom the sense of hearing is nonfunctional for the ordinary purposes of life. This general group is made up of two distinct classes based entirely on the time of the loss of hearing.

(a) The congenitally deaf: those who are born deaf
(b) The adventitiously deaf: those who were born with normal hearing but in whom the sense of hearing becomes nonfunctional later through illness or accident

The Hard-of-Hearing Defined:

Those in whom the sense of hearing, although defective, is functional with or without a hearing aid.

CHARACTERISTICS

1. Below grade level with average intelligence
2. Need for concreteness
3. Lag in language and communication skills because of lack of language
4. Illogical, unrealistic thinking
5. Lack of logical reasoning
6. Less efficient in attention, anticipation, concentration, and judgement.
7. Lack sustained, prolonged concentration on any one task
8. Low self-concept
9. Emotionally unstable
10. Display of illogical emotional outbursts
11. Depression

12. Suspiciousness

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10. Display of illogical emotional outbursts
11. Depression
12. Suspiciousness
13. Nonflexible or undifferentiated behavior
14. Neuroticism
15. Misunderstood
16. Immature (due to lag in language development)
17. Less stable
18. Shy
19. Isolation
20. A marked unwillingness to cooperate in any activity which does not happen to interest him at that moment
21. Intensified preoccupation with things and not persons
22. Hearing loss
23. Oblivious to noise
24. Defective speech
25. Lack of response to the spoken word
26. Yelling, screeching to express pleasure or annoyance

IMPLICATIONS FOR WORKING WITH THE HEARING IMPAIRED

The Teacher	The Volunteer
The hearing-impaired child must learn to use any residual hearing. No child is totally without some kind of hearing.	Brings sounds to the hearing-impaired child in any way that is possible. These sounds will help build a background against which he can more easily learn to speak, understand language, and develop a more normal and integrated personality.
To make full use of any sounds, the hearing-impaired child should be provided with some sort of amplification device.	Helps the child respect and use his amplification device to become aware of sounds and to distinguish one sound from another.
Before the hearing-impaired child can use language, he must first understand it. This understanding comes primarily through speech reading.	Talks, talks, talks to the child. Helps the child learn to match movements of the lips with an object, a person, or a sound.
The meaningful use of language demands that the hearing-impaired child be given some form of expressive language.	The hearing-impaired child needs to communicate with the hearing society. To do this, he should develop the abilities to write and speak.
Voice training aims at readying the hearing-impaired child for the difficult task of learning how to speak.	Is patient and understanding when the child is speaking to her. If she does not understand him, tells him so. Communicates with him.
Expects the students to follow instructions.	Hearing-impaired students need to learn to do this task. Is consistent and concise.
Selects a useful curriculum.	Gets down on each child's level. Answers his questions by visual aids and speechreading. Uses concrete materials.
Uses a multisensory instructional approach.	Lets each child learn to use every available sense to grow academically, socially, physically, and emotionally.

LEARNING DISABILITIES

The term "learning disability" covers a heterogeneous group of children who may have severe, moderate, or mild learning problems. They are in the average or above average range of intelligence.

The National Advisory Committee on Handicapped Children has adopted the following definition:

> Children with "specific learning disabilities" mean those who have a disorder in one or more of the basic psychological processes involved in understanding or in using spoken or written language. Such a disorder may be manifested in imperfect ability to listen, think, speak, read, write, spell, or do mathematical calculations. These disorders include such conditions as perceptual handicaps, brain injury, minimal brain dysfunction, dyslexia, developmental aphasia, etc. They do not include learning problems which are due primarily to visual, hearing, or motor handicaps, to mental retardation, emotional disturbance, or to environmental deprivation.

CHARACTERISTICS

1. Hyperactivity: Child seems to be in constant motion, going from one object or activity to another. (Sometimes there is hypoactivity, which is just the opposite, slow moving and listless.)

2. Perceptual-Motor Impairments: Printing, writing, and drawing poor. Difficulty in catching or throwing a ball. Frequent lack of eye-hand coordination. Difficulty in reproducing geometric designs.

3. Emotional lability: Quick changes of emotional behavior

4. General coordination deficits: May be in gross-motor activities such as difficulty in jumping, hopping, etc. Or may be in fine-motor activities such as difficulty in buttoning, coloring, etc.

5. Disorders of Attention: Short attention span. Distractible. lacks persevervation

6. Impulsivity: Responds too quickly without thinking

7. Disorders of Memory and Thinking: May lack short or long term memory. May have difficulty in processing and integration skills

8. Specific Academic Disabilities: May have difficulty in one or more of the areas of reading, writing, arithmetic, spelling, or language

9. Disorders of Speech and Hearing: May have delayed speech development and difficulty with receptive or expressive language. Although his hearing is normal, may have difficulty in receiving and understanding sounds and their meaning

10. Low Self-Concept: Repeated failures and frustration result in damaged ego

IMPLICATIONS FOR WORKING WITH CHILDREN WITH LEARNING DISABILITIES

The Teacher:	The Volunteer:
Individualizes instruction on the basis of the needs and abilities of the child.	There is no one characteristic unique for a child with learning disabilities; therefore, every lesson must be individually planned. Assists in reinforcing the concepts taught by the teacher and supports the child's endeavor to comprehend and complete the task.
Uses multi-sensory procedures.	Involves students in different kinds of activities, so that the learning process becomes more meaningful and better undetstanding results.
Uses prescriptive teaching techniques and appropriate learning patterns.	Recognizes that children's needs are different and that it is necessary to know strengths of students in order to know the way in which they learn best. Every remediation technique must be supported by a purpose.
Helps the child to develop a positive self-concept.	Becomes a friend who is sincerely interested in each child. Is a good listener. Provides opportunities for instant success.
Creates classroom climate free of pressure and fear of embarrassment.	Establishes firm limits and is consistent so that students will know what is expected. Is frank, kind, and calm in dealing with all of the students in the classroom.

EMOTIONALLY DISTURBED

The emotionally disturbed child is defined as one who, because of breakdown in the family constellation or because of economic, social, or other conflicts, has failed to mature socially and emotionally within the limits imposed by society. Because of these unresolved social and/or emotional conflicts, the child is unable to adjust himself to the routine of a regular classroom and profit from the instructional program offered.

CHARACTERISTICS

1. "Acting Out" behavior: Such symptoms as excessive aggressiveness, hostility negativism, bullying, and lack of conformity signs

2. Excessive Shyness: Some children have symptoms of withdrawal, inability to relate to others, nail biting, thumb sucking, etc.

3. Failure to achieve academically: Most emotionally disturbed children fail to achieve academically at a level commensurate with their age and intellectual expectancy

4. Poor Mental Health: A child with social or emotional difficulties is a child with poor menthal health. Good mental health would enable the child to meet the usual problems of life with adequate personal strength

IMPLICATIONS FOR WORKING WITH EMOTIONALLY DISTURBED CHILDREN

The Teacher:	The Volunteer:
Individualizes appropriate educational procedures.	Uses new and traditional school experiences to meet the emotional needs of the child. (It is just as important to select appropriate procedures for each child as it is to select material at his level.)
Understands and is empathetic in recognition of pupils' feelings.	Supports and aids in providing a school situation where help is possible by allowing for flexibility.

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Understands and is empathetic in recognition of pupils' feelings.	Supports and aids in providing a school situation where help is possible by allowing for flexibility. (It is important to establish and hold firm limits without hostility.)
Helps the child feel hopeful.	Reduces anxiety, helps establish a good relationship with the child and regards him as a respected individual.
Helps the child establish an adequate feeling of self-worth.	Encourages participation in the activities of the classroom and encourages self-expression. Remains objective rather than defensive.
Develops rapport and restores sense of pleasure in learning.	Motivates by being creative; yet is realistic as to individual needs and levels of performance.

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HEAVEN'S VERY SPECIAL CHILD

A meeting was held quite far away from earth.
"It's time again for another birth,"
Said the angels to the Lord above,
"This special child will need much love,
His progress may seem very slow,
Accomplishments he may not show,
And he'll require extra care
From the folks he meets down there."
"He may not run or laugh or play;
His thoughts may seem quite far away;
In many ways he won't adapt
And he'll be known as handicapped."
"So let's be careful where he's sent
We want his life to be content."
"Please, Lord, find the parents who
Will do a special job for you."

"They will not realize right away
The leading part they're asked to play,
But with this child sent from above
Comes stronger faith and richer love.
And soon they'll know the privilege given
In caring for this gift from heaven;
Their precious charge, so meek and mild,
Is heaven's very special child."

----------From: Catholic Handicapped
Children's Council